

New York School Journal.

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What Constitutes a Liberal Education?

I have great respect for the classics, and would do anything within reason to spread the knowledge of them; but a preliminary question must first be answered. *What the classics are is not a matter of dispute, all agreeing that they are literary masterpieces, the study of which serves above all other studies to refine and liberalize the mind. But where are they? As to this, opinions differ.*

"The Greeks, madam," replied John Randolph, when Mrs. Jellyby asked him to contribute aid to that suffering people—"the Greeks are at your door." And some people think the classics are in the same vicinity; dwelling, that is to say, in our mother-tongue in the sense in which the needy are at hand—not exclusively, but in such wise as to deserve our first attention. The president of Harvard College is one of these people. "I may avow," says President Eliot "as the result of my reading and observation in the matter of education, that I recognize but one mental acquisition as an essential part of the education of a lady or a gentleman—namely, an accurate and refined use of the mother-tongue. Greek, Latin, French, German, mathematics, natural and physical science, metaphysics, history and aesthetics are all profitable and delightful, both as training and as acquisitions, to him who studies them with intelligence and love, but not one of them has the least claim to be called an acquisition essential to a liberal education, or an essential part of a sound training." He adds, "The fruit of liberal education is not learning, but the capacity and desire to learn; not knowledge but power." This is explicit enough. For my own part, I agree to it.—*Popular Science Monthly.*

The number of facts a pupil learns is by no means the measure of his success. It is a poor service to render a pupil, to give him a ready-made answer.—*AGASSIZ.*

THE *Evening Post* gives this clear and succinct definition of a word that has not yet found its way into the dictionaries: "Agnosticism is that doctrine which professing ignorance, neither asserts nor denies. Specifically in theology it is the doctrine that the existence of a personal God is neither to be asserted nor to be denied; that it is equally incapable of proof and of contradiction. Agnosticism is equally opposed to dogmatic theism, and to dogmatic atheism. In common usage, it is most frequently employed with reference to Mr. Herbert Spencer's doctrine of 'The Unknowable,' or to kindred systems of philosophy."

The Newspaper.

A school-teacher, who had been a long time engaged in his profession, and witnessed the influence on a family of children, writes as follows:

"I have found it to be a universal fact, without exception, that those scholars of both sexes and all ages, who have access to newspapers at home, when compared with those who have not, are:

"1. Better readers, excellent in pronunciation, and consequently read more and understandingly.

"2. They are better spellers; define words with ease and accuracy.

"3. They obtain practical knowledge of geography in almost half the time required by others, as the newspapers have made them acquainted with the location of important places of nations, their government, and doings on the globe.

"4. They are better grammarians; for, having become so familiar with every style in newspapers, from the commonplace ad-

vertisement to the finished and classical oration of the statesman, they more readily comprehend the meaning of the text, and consequently analyze its construction with accuracy.

"5. They write better compositions, using better language, containing more thoughts, more clearly and correctly expressed.

"6. Those young men who have for years been readers of newspapers are always taking the lead in debating societies, exhibit a more extensive knowledge upon a greater variety of subjects, and express their views with greater fluency, clearness and correctness."

"Do I understand Brudder Beebe to say dat de posson am a repositur?" mildly inquired the Rev. Penstock from down the hall.

"Yes, sah," was the prompt response.

"Misser Cha'rman," continued the reverend as he gave his coat-tails a new balance, "I should like to inquir' de meanin' of dat word repositur befo' it am entered on de minits of de meetin'."

"Brudder Penstock," replied the President, "dis club imagines dat it knows de difference between a repositur an' a depositor. Dar bein' no queshtun now befo' de house it will be permanently proper fur you to occupy your seat."

"Occupate?" repeated Penstock, gasping for breath.

"Dis cha'r said occupate, Brudder Penstock. You will please set down an' admit de reg'lar bizness of de meetin' to proceed. When dar' am any question befo' de meetin' which am speakable de gen'lren will be giben every intrushun to make a speech."

"In the fourth place," said the preacher to his drowsy audience, "those of you who are awake will notice," etc. There was a pause, a general straightening up of almost everybody in the congregation, and a general appearance on nearly every face as if it to say, "Why don't you fellows keep awake better?"

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What has Happened since 1840.

In 1835 only 984 miles of railroad had been completed in the United States; in 1840 they had been nearly trebled (2,818); in 1845 they had been nearly quadrupled (3,768.) In 1839, Ericsson brought over the propeller to these hospitable shores. In 1840 the Cunard line of ocean steamers was established, but for a long time only "side wheelers" were tolerated. The first regular ship, the Britannia, reached Boston after a trip of fourteen days and eight hours. Morse's telegraph, after vain offers on both sides of the Atlantic, was at last subsidized by our own government, and in 1844 communication was opened between Baltimore and Washington. In 1840, Goodyear was in the debtors' prison (a lodging almost as familiar to him as his own home) in Boston; he had the year before found the clue to the vulcanizing of rubber, but the process was not reduced to a certainty till 1844. At about the same time (1845-47) the McCormick reaper was confirming the independence of the new world of the old as a granary. (As late as 1838 wheat had been imported into the United States from Portugal and the Baltic.) The sewing machine devised by Elias Howe in 1843 was patented in 1846, but the importance of this invention was not fully realized for more than a dozen years afterward. The daguerreotype dates from 1839. Finally, 1847, the patent was issued for Hoe's lightning press, with its "impression cylinder" (the type revolving on a circular bed) and a printing capacity of ten or twenty thousand impressions per hour.

Mechanical Teaching.

A schoolmaster who found it difficult to make his pupils observe the difference, in reading, between a comma and a full point, adopted a plan which he flattered himself would make them proficient in the art of punctuation. It was this: In reading, when they came to a comma, they were to say tick; when they came to a semicolon, they were to say tick, tick; to a colon, tick, tick, tick; and when to a full point, tick, tick, tick, tick. Now it so happened that the worthy master received notice that the parish minister was to pay a visit of examination to his school. As he was, of course, desirous that his pupils should show off to the best advantage, he gave them an extra drill the day before the examination. "Now," said he, addressing his pupils, "when you read before the minister to-morrow you may leave out the ticks, though you must think them as you go along for the sake of elocution." So far, so good. The next day the minister was ushered into the school-room by the master, who, with smiles and bows, hoped that the training of the pupils would meet his approval. Now it so happened that the first boy called up by the minister had been absent the preceding day, and in the hurry the master had forgotten to give him his instructions how to read. The minister asked the boy to read a chapter in the Old Testament, which he pointed out. The boy complied, and in his best accent began—"And the Lord spake unto Moses, saying tick, speak unto the children of Israel saying, tick, tick, tick, and thus shalt thou say unto them, tick, tick, tick, tick." This unfortunate exhibition acted like a shower bath on the poor master, while the minister and his friends almost died of laughter.

When an Eskimo is ill, and his friends think he will die, they make him a new snow hut, with a bed of soft, fine snow, covered by a skin, a lamp for warmth, and food and covering. There he is put, and the door closed never to be opened, for terrible as it seems to us, there he is left to die alone, and, in fact, is regarded as a dead man from that moment. The house and its contents are never disturbed, any more than a tomb is disturbed among us. The dying man does not feel any of the horror that we do about this. It has always been the custom of the race, and they often beg their friends to make their snow tomb and let them be at rest.

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The Eyes.

Statistics kept by oculists employed in infirmaries for eye disease have shown that the habit of some persons in facing a window from which the light falls directly in the eyes as well as on the work, injures the eyes in the end. The best way is to work with a side light, or, if the work needs strong illumination so that it is necessary to have the working table before the window the lower portion of the latter should be covered with a screen, so as to have a top light alone, which does not shine in the eyes when the head is slightly bent over and downward toward the work. In the schools in Germany this matter has already been attended to, and the rule adopted to have all the seats and tables so arranged that the pupils never face the windows, but only have the side lights from the left; and as a light simultaneously thrown from two sides gives an interference of shadows, it has been strictly forbidden to build school rooms with windows on both sides, such illumination having also proved injurious to the eyes of the pupils. We may add to this the advice not to place the lamp in front of you when at work in the evening, but a little on one side; and never to neglect the use of a shade, so as to prevent the strong light shining in the eyes. This is especially to be considered at the present time, when kerosene lamps, with their intensely luminous flames, become more and more common.—*Medical Journal.*

New York School Journal.

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Contents of this week's number.

Advertisements.....	Page 13
EDITORIAL.	
A New Move.....	5
Letters.....	5
THE SCHOOL-ROOM.	
The Primary Classes.....	4
The Geography Class.....	4
The Study of Grammar.....	4
The Kindergarten.....	4
How to Make a School-Room Pleasant.....	5
EDUCATIONAL NOTES.	
New York City.....	6
Elsewhere.....	6
LETTERS.	
EDUCATIONAL MISCELLANY	
Baby Has Gone to School.....	8
China Decoration and Firing.....	8
Industries in Schools.....	8
Greece.....	8
Better Teachers—Better Schools.....	9
The Heavens.....	9
FOR THE HOME.	
The Largest Church in the World.....	9
John James Audobon.....	9
BOOK DEPARTMENT	
New Books.....	10
Letting Up.....	10

New York, June 5, 1880.

Those who get sample copies will please read "A Few Words."

The State Teachers' Association meets at Canandaigua July 20.

Removal.

The office of the N. Y. SCHOOL JOURNAL, THE TEACHERS' INSTITUTE and the SCHOLAR'S COMPANION, has been removed to No. 28 E. 14th street. All communications should be addressed to us there. And there we shall be happy to welcome our friends and the friends of education.

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An Educational Agency.

The junior member, (Mr. W. F. Kellogg) of our firm has opened an "Educational Agency," at No. 28 East 14th street. The intention is to put first class teachers into communication with schools, and to assist schools to obtain first class teachers. We believe it will be the beginning of an important and useful work.

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cerning your needs in that direction. Our Educational Agency is to be unexcelled—complete in all particulars.

VACATION is close at hand. We trust our friends will reach the end of the year in happiness and health. We know there has been hard work done; in no place is there more human responsibility than in the school-room. The teacher deserves his rest; he has noble won it.

The world has found out that it cannot exist without the teacher—that is, the intelligent part of it. And more and more is the teacher to be honored and respected. The time will come when he will be sought for; situations will seek him and not he them. Louis Agassiz wanted to be known simply as a teacher. Let every one of us respect ourselves, because we are teachers; what position is higher? The physician? the lawyer? Surely not. That these professions appear to be more honored by the public, is because they have wisely taken a step the teachers must take—each judges the attainments of all applicants for admission. It is for the teacher to devise means to attract honor and worth toward his calling.

A New Move.

A new sign is appearing in the educational heaven! Only a short time since we chronicled the fact, surprising to many, that the Commissioners, Messrs. McGuire, Nutting, and Howard, of Oswego County had refused certificates to the crowd of applicants for teachers' places, and would confer them only on the able and qualified. In Chenango County, a splendid one it is too, an institute has just been held, and great enthusiasm manifested, under the leadership of Profs. Kennedy and Johannot. The Commissioners, Messrs. Hayes and Bartoo, were present all of the time; the enrollment was 270. So high a standard has been set by these Commissioners, that teachers are reported scarce, and the Trustees are making it their business to hunt up teachers—the precise business for which they were chosen, but which most officers owning that title utterly shirk.

Let not the great "unemployed" rush up to Chenango County. Messrs. Hayes and Bartoo only want teachers, not those who plan to pass away a term or two until they can find something else to do.

Letters.

A New York Commissioner writes: "I enclose \$3 for three copies of the INSTITUTE, to be sent to the names below. Some of the teachers complain that you strike heavy blows; but I say, go on, let us have the truth."

We have now and then letters that complain of the direct speech we employ. There are those who are teaching that squirm, because they cannot but feel "that means me." Those that squirm are of three classes. (1) The utterly unprepared who have by hook or crook (and too often it is crook) obtained a certificate and are conscious they are unfit for the important duties of the teacher. (2) There is a large class who have scholarship enough, perhaps, but who are using the school-room as a stepping stone to something else. These may shelter themselves behind the fact that they are no worse than thousands of others. We say that it is a poor shelter. (3) Next there are those who have knowledge and experience, but no sympathy with the sublimer work. They are after the loaves and fishes. They have not done a thing to advance themselves from the day they grasped the certificate. They are like milestones that point out the way but don't budge an inch. Pedagogical literature, educational journals and assemblies they hold in abhorrence.

Now, all of these classes will squirm when they are told they are unfit for the places they hold. We say to them "show your title to the claim, that you are a teacher." They can only say "we hold a certificate!" What a grand day it would be if Mr. Gilmour in New York State, seconded by the County Commissioners, would commence a searching investigation; about one half of the present certificate holders would be obliged to seek other business.

Commissioner King says "Please send me 25 copies of the SCHOOL JOURNAL of May 1, with bill, for distribution among the teachers." This request comes too late to send the full number. It contained an account of the splendid Institute held then by Profs. Johannot and Kennedy. We are ready to publish the proceedings of Institutes and Associations, and it should be the business of some one to furnish these. Let every commissioner note our cordial invitation to send us all educational news.

An experienced teacher in South Carolina writes—"I can clearly say I was greatly benefitted in my work by the JOURNAL. Having seen nearly every educational paper, I say without hesitancy it is the superior of them all." We JOURNAL believe that is the voice of all the readers of the JOURNAL. We have striven to put in it the results of twenty-five years of successful experience; to help our readers to teach in the highest and best sense of the word is our constant effort.

Here is an honest letter from a School Principal:—"The School Board believes in cramming and examination, and so we are preparing to close up with style. I am conscientiously opposed to this business, but it is a question of bread and butter with the teachers."

Now, were do you suppose that man lives? It will fit so many places that most teachers would reply "right here in this town." Some year or two ago the author of a work on education told me that he visited fifteen New York city principals, and they all used in substance the above language. There are but few men and women who can conscientiously say when they close the school for the summer vacation "I have not wasted the time and powers of the children; I have set them to learn what was fashionable and wholly unintelligible; I have taught them what was most necessary for them to know"—"Stop," one will say, "that is going too far. I am not allowed to teach thus. I must follow the course of study." True, and let us labor to have the course of study coincide with common sense, which is not the case at present.

A lady writes—"To illustrate the extent to which some are interested in education, I will give a conversation I had with a young lady who has kept school for three or four terms.

"Do you take the JOURNAL?"

"No; it is probably a good paper, but I don't want it. I have a friend who takes it, and she said I could read hers, but I shan't bother with it!"

"It helps us to learn about teaching."

"I just hate teaching; I think it is just the meanest business."

"Do you use the new method of teaching reading?"

"No; the patrons don't want any new fangled ways in my district. Besides, I don't know much about them."

"You had better invest a dollar in the INSTITUTE."

"No; I had rather have the money in something else."

This made me feel as ——— said at a Teacher's Institute in this city. "If I was school commissioner I would be after some of the dead-heads in this room. You would get no certificate out of me until I saw a marked improvement."

This letter is the utterance of one who sees the "true inwardness" of the thing. The Commissioner thinks the teachers don't know how unqualified they are, even if he knows it. That is a mistake. What a reform could be effected if all those officers would only do their duty.

"I am better pleased with the INSTITUTE than any other educational paper. I offered Barnes' Educational Monthly at 50 cents, (price is \$1.50,) and got but a few names; so that it surprised me to see the INSTITUTE go at full rates."

We ask \$1 for the INSTITUTE, because it is richly worth it. We allow no one to offer it for less. A teacher ought not to want his paper to be sent at half-price; it is wrong

AN EGYPTIAN SCHOOL OF PHARMACY.—Cairo has school of pharmacy with about fifty students, a good corps of native teachers, and a laboratory under a competent European director. It is the only institute of the kind in Africa, or in the Turkish Empire.

THE SCHOOL-ROOM.

For the NEW YORK SCHOOL JOURNAL.

The Primary Classes.

NUMBERS.

To teach numbers properly requires a knowledge both of the principles underlying the subject taught; the faculties to which the subject appeals; and how to to most successfully make the appeal. This cannot be obtained without analytical study,—study of matter presented and matter taught. I believe when teachers come into fuller, more intimate knowledge of their pupils' minds,—the how of gaining and retaining knowledge—then and not till then will teachers cease to waste valuable time. To waste time is well nigh a criminal matter, what boundless knowledge there is essential to successfully teach primary numbers!

As a teacher must have a thorough understanding of a subject, he must also have a thoroughly digested plan. Now such a plan can only be had after patient consideration. Some such questions as these must be answered; what relation does this additional knowledge bear to that already given? Is it a continuation or enlargement of this preceding instruction? How will this relation be best maintained? No great undertaking was ever successfully carried out with out some perfected plan. No undertaking can be called small which has for its end the development of God-given faculties.

With these two essentials comes still another: a comprehension of the object to be attained by instruction: this is three-fold in its nature. To teach or give the pupil a clear idea of the basis of all computation. It is this one thing which not infrequently causes failure in all after study of numbers. "Start right and you will end right." The instructor should bind every energy to accomplish this. With a comprehensive knowledge of this end, there should be an accompanying ability to attain this end. (1) He should know *how* to adopt the means to the end. (2) How to combine numbers. These may be tied into bundles making so many tens; or may be grouped singly, in pairs, in threes etc. May be combined as the results of augmentation, or foldin. To one accustomed to look into the workings of child-mind, the beginning or starting point would be clear, as the base of all numerical computations is oneness or unity. As soon as twoness or two unities has been fully conceived of by the child all possible combinations of numbers should be taught—that is the child should himself combine them; so with each additional unit, should be given additional ways of combining numbers. (3) Decomposition of numbers. As there are bundles of units composing or combined into tens, this third object should be the opposite of the second. Pestalozzi says "First synthesis, or putting together, as a ten is a bundle of single units so any number less than ten is of the same nature. These component parts are to be separated. To illustrate the old "Hieroglyphic" character for 4 is made up of four ones | | | | or two twos = =. These twos could again be decomposed into their separate elements. These could be illustrated by using different objects. With objects let the pupil, directed by the more intelligent teacher, perform all of the experiments in combining and decomposition of members. "Educate the hand—accustom the child to do."

ESSENTIALS FOR TEACHING NUMBERS.

1. A thorough knowledge of the subject including
 - (a) Knowledge of principles underlying subject.
 - (b) Of the faculties to which subject appeals.
 - (c) How to most successfully make the appeal.
2. A thoroughly digested plan of teaching subject.
3. A perfect comprehension of object taught.
 - (a) The basis of computation.
 - (b) How to combine Nos.
 - (c) How to decompose Nos.

SUPT. W. S. HALL.

The Geography Class.

MAP-DRAWING.

Map-drawing is universally considered as necessary to a thorough understanding of the subject of geography. The pupil who is able to construct an accurate map of the country he is studying gives the very best evidence of the thorough understanding of his geography. There are many teachers who are unable to draw accurate maps on the board. They either have no faculty of design, or else they have had no practice in map-drawing. The failure of so many to teach the proper construction of maps may be attributed to several causes.

Some insist that the meridians and parallels should be learned before the map is drawn. This is exceedingly difficult for young pupils, and is not very easy for any. Some require the construction of geometrical figures, such as drawing and bisecting triangles, or inscribing squares within a circle. This serves to make the subject exceedingly difficult and tedious. The best of the old methods now in use is the construction of the maps by the eye; yet this is open to several objections, for it places map-drawing in the same class with other drawing, and makes it a fine rather than an exact art.

Our best teachers are in favor of map-drawing, not for the purpose of showing the artistic skill of pupils, but because by it accurate geographical knowledge is promoted and time saved. By it at least one-fourth the time now spent in teaching local and topical geography can be saved and much more accomplished. In order to permanently remember the location of a place, its name must be associated with its position on our earth. This can be much more easily accomplished by the aid of map-drawing than by any other means. A teacher of large experience recently remarked that, in his opinion, "by means of map-drawing twice as much could be learned in the same time with five times the probability of its being remembered."

The usual method is for the pupils to recite the principal characteristics of its local geography—its mountains, islands, bays and sounds, straits, rivers, lakes, falls, cities and towns, railroads and canals. In this way many names are learned, but accurate geographical knowledge has not been promoted.

A better way is to let each pupil, either at the board or on slate or paper, draw an outline map of the State, say of New York. It need not take over two minutes. In one minute the rivers are sketched; in another the lakes drawn; then the principal towns are located by a small circle, the canals and railroads indicated by appropriate marks. The whole work need not take over five minutes with a class of average ability.

The mountains can be indicated by numbers, thus:

- | | | |
|----------------|---------------|----------------|
| 1. Adirondack. | 3. Highlands. | 5. Round Top. |
| 2. Mt. Marcy. | 4. Catskill. | 6. Shawangunk. |

Then, on the side of the map, let their names be written, corresponding to the numbers, as above. In this same manner the islands are numbered and their names written, and then the bays and sounds, &c., until all the local features of the State are indicated. The work can now be easily examined, as in an exercise in written spelling. This work here mentioned need not take over fifteen minutes. Every member has recited, and in such a manner as to give the very best evidence of his knowledge or want of knowledge of the geography of New York.

If there is time after this work is inspected, and either commended or corrected, then the usual oral recitation can proceed by requiring the pupil reciting to point to the mountains on the outline drawn, while he is telling in what part of the State they are, and in what direction the ranges extend; or the islands, where they are, by what waters surrounded, and so on, until the map has been recited.

No name should be written on the face of the map drawn. In a short time pupils will obtain a great skill in doing this work, and teachers will find it pleasant, expeditious, easy and thorough. It requires very little talking, and the results are always satisfactory. But it supposes that pupils must learn to draw maps easily and rapidly, and we propose to show how this can be done.

If one State or Continent is drawn on a definite plan, the same course should be pursued with all. States should be drawn so as to be joined to other States and Continents to other Continents. This is not possible by some methods. Vermont is drawn on one scale, and Massachusetts on another, while Connecticut is drawn on still another, and New York on quite another; so that it is impossible to join all of these neighboring States in studying their common physical features.

One great fault of much of the map-drawing now in use, is the absurdity of having different scales for different States, which leaves the pupils with no correct idea of their relative size. For instance, suppose Connecticut is drawn by one scale, and Kansas by another; the child might be left with the idea, from their appearance upon the black-board, that Connecticut is nearly as large as Kansas, whereas Kansas is larger than all New England. It would be difficult to eradicate this erroneous idea from the mind of the child. With each State and country drawn on the same scale, no such erroneous idea of relative sizes is possible.

1. Maps should be drawn in accordance with a definite unit of measurement.

2. Actual distance should be learned.

3. States should be studied in groups, and should be so drawn as to be united as the lessons advance, and thus form entire sections.—JEROME ALLEN in *Barnes' Educational Monthly*.

The Study of Grammar.

A valued correspondent says: Is not Grammar the science of language? If so, ought not our native tongue to be a subject of deep and thorough study? If you lay this aside, how will you supply the lack; how teach correct and graceful language; and what other study can you use in its place, having, in a literary point of view, the same importance? I put a child into the study of the language, in its simplest form, as soon as it can write a connected sentence. I keep the pupil studying language during the whole course of study, never allowing her to escape a regular drill on the principles governing her in writing and speaking. Even then I find it difficult enough to turn out from my schools correct writers. If there is an easier way, I would like it, provided that it is equally efficacious.

(REMARKS.—To teach rules and principles of grammar to young children has been found by candid teachers not to produce accurate speakers and writers. Again, it is not the practice in other countries to present the formal rules of the mother tongue to a child in school. Those who mingle with good speakers, those who read accurately written language will learn to speak their mother tongue profusely. It is a very common thing for one who is perfect in the rules of grammar to grossly and constantly break those rules in his speech. Hence, language lessons are what our young pupils need. When a pupil has arrived at the reasoning stage of development he may be put to study the principles of grammar for discipline's sake and for the sake of knowledge. Ages have been wasted over grammar foolishly and recklessly. Thousands have no more heed of knowing the rules of grammar than they have of the laws of gravitation when they walk. The child should be taught how to use language from the day he enters the school-room until he leaves it. If he remains long enough he may need to study the history, development and principles of the language. This will belong to the Algebra, Geometry, and National Science period.

The Kindergarten.

In *Lippincott's Magazine* for June is an interesting and suggestive article. A Kindergarten says: "In stick-laying we lead them to produce among others the forms of letters, and to name them as they do other forms. In drawing on their slates or paper they reproduce for themselves, and often with much pleasure, the letters and other forms before constructed with sticks, blocks, tablets, paper-folding, etc. But we cannot turn aside to teach the forms of words (or spelling) to any extent worth mentioning—nor, indeed, any other kind of task-work—without turning the kindergarten into a school, with all the objections that apply to schools for infancy. A kindergarten is not a school, and a school cannot be a kindergarten. It puts me out of patience to hear people talk about 'the kindergarten school.' It shows that they know nothing about it; that is, they have got it exactly wrong. It is just what we call it, a garden—not a garden for children, but a garden of children. It is a conservatory to shelter and nourish the tender beginnings of human plants, and make them shoot up in perfect shape and luxuriance, with but gentle and sparing touches, until their wood is hard enough to be pruned and grafted, and rooted by struggling with the wind.

"I don't see, indeed, how a school-teacher can be a kindergarten at all. I am sure nobody can be both at the same time, for the things are as opposite as black and white or work and play. Work is not for babies, and least of all brain-work. But, for all that, they learn more, it is said, in these first half dozen years of play than in any dozen of study. And the kindergarten's business is to carry out this great operation at a tenfold advantage by becoming their playmate and leading them to play at things they would never meet with, in ways they could never think of—that never were thought of until the great Froebel gave his life to the study of them. It is little to say that his system gives a child ten times the

knowledge and faculty he would acquire without it; and when thoroughly kindergartened children begin to take their places in colleges and professions, in families and society, it will be like the creation of a new order of beings."

AN EXPERIMENT IS TRIED OF OPENING A KINDERGARTEN.

In sixty well-to-do families within a half mile circle seventy-five children had been found of kindergarten age—i. e., between three and seven years. Three parents were found who had a feeling of the importance of scientific nurture for infancy, and, in particular, of amusing occupation and choice, well-regulated child-society, instead of street-play and home-tedium. One of the three knew a little of kindergarten, and had an impression that it was capable of being the most important part of education.

The rest, mostly, "always liked those kindergartens, and thought, they were a great relief to mothers," and amusement to children almost equal to half the time of a good nursemaid. (Either expedient they would be glad to afford if times were more prosperous. Some, however—especially of the fathers—were strongly opposed to "sending children to school" before seven years of age, and when it was suggested that kindergarten is essentially the opposite of school, wondered what in the world it was for, then, anyhow.

One family had a boy of eight whom they thought of sending. They could be made to understand that he was too old and would be out of place in kindergarten society, but they could not be made to understand that their four-year-old was not too young. Almost invariably, in fact, of the golden fourth, the silver fifth and the leaden sixth year, the first was the one to be thrown away, and if that was already gone, then the second. The parents thought that when he was a year older perhaps it would do for him to begin: till then he must run and play and get strong. This meant droning or fretting about the house in discontented vacancy more than half the time (what with wet weather, hot weather, cold weather, windy weather, want of playmates and weariness of a small child's limited variety of out-door objects), and for the rest of the time exposure to many influences, moral and physical, not always to be foreseen, but eagerly to be welcomed by the idle from the providence of Dr. Watt's great Mischief-finder, the mind (all the while lying almost dormant and the appetites and passions having the field entirely to themselves. In vain they were told that the physical action they so much valued must have its impulses and objects chiefly from the mind, even at the age of three or four, and that nothing could so healthfully enhance it as to quicken the faculties and multiply their outward objects and occupations; that insufficient outward interest means an inward working of the brain even more to be deprecated for infancy than study; and that the greatest of all vitalizers for children is the contact of each other's vitality at its height of action, as two sticks will burn together when one alone cannot, and a large number make a lively fire when two or three barely smoulder.

Another parent thought it would hardly pay to spend money in schooling for a four-year-old in these hard times, but thought favorably of letting him begin a year hence. Was it, or was it not, of any use to ask him (for he had a good establishment) if he employed his vegetable gardener on the same principle of economy? Did he wait till June to save the month's wages for May? or was one week of planting in May worth four of tillage in June? Yes or no, it was certainly so in child-gardening. The fallow mind, the many motionless faculties, the undeveloped eyes, the rusty-jointed fingers with their undeveloped touch and purpose, grow more impracticable from year to year, and the life that should be blooming with promise like a garden in May is found by June unplanted, waiting to begin a late and meagre growth, but well mantled with the enterprising weeds.

Another's small children were too delicate—sickly, in fact, from birth: they must be nursed at home until they had more vigor. Not a valuable sort for the kindergarten, but the heart of the true kindergartner had been trained by her master to yearn especially over those who most piteously need her nurture, and she could not but urge the incomparable nursery and sanitarium of the kindergarten, both for delicate children and for bad weather. It is, in truth, another home, and more—with scientific as well as sympathetic nurture never for a moment intermitted; society that of itself gives health and energy to the languid pulse; with joyous exercise of ungs, limbs and faculties; with brightening eyes and

cheeks, and involuntary gambols like those of birds and lambs at play.

One who had watched the growth and process of the work said:—"If I had enjoyed in infancy such advantages as these, I think it is little to say that it would have doubled the force and value of my life. In learning to play and associate with other children, say from my third birthday, in modes of harmony and artless courtesy, under the lead of such a kindergartner as this, I should have gained the faculty of association and the easy outwardness of disposition and bearing that have been lacking to my success and happiness at every step. Like the other children in a state of Nature or savagery around me, I learned little from association but the maxim of 'Every one for himself, and the weaker fend off.' I remember going to infant school, but all I can recall is a sort of gallery of steps or seats, with heavy chalk-lines between the sitters, to mark each fidgety offending member for punishment, and a terrible closet in which I was immured while the school-mistress imitated with her finger-nails the gnawing of mice on the wood and assured me the frightful vermin were coming to eat me up for being a bad boy."

Said another: "I have given an only son a first-class education, but if there had been a kindergarten for him twenty-five years ago I would rather than all his college-training that he had had ingrained the sweet and simple wisdom, the moral health and genial fellowship, of this perfect garden of child-society. Why, you can't detect here a trace of the fall! The kindergarten is the Garden of Eden. Instead of this, my boy grew up mostly in adult society, half solitary, half old, escaping ruin in the street at the cost of starvation and perversion to the social nature at home. Thank God, it is no longer necessary to embrace one of these evils for an only child!"

But the kindergarten exceeds in value all other stages of education as much for the intellect as for the moral, æsthetic and social nature. People make an immense miscalculation when they measure this baby learning and training by the small size of its immediate applications. Say the occupations of the kindergarten are as simple as laying two sticks together. So is the operation that squares and levels the corner and fixes the alignment of the proudest temple—simply putting two sticks together exactly right. In like manner, every norm of the structure of intellect and the pile of knowledge is fore-ordered in the kindergarten through artless habit, by the unerring methods of a master pre-eminently worthy of reverent study and scrupulous obedience.

How to Make A School-Room Pleasant.

Earnest, conscientious, progressive work is the central idea of school management. The underlying principle of school instruction is to elevate the scholar to a higher plane of thinking, acting and being. To this all discipline tends; in this, all methods converge. The end is not to be obscured by irrelevant issues, or merged in the machinery of order and the adjustments of an elaborate system. We must have, first of all, honest work with reference to the mental and moral requirements of the pupil—and no amount of display, in the school-room, or on exhibition days, can atone for the lack of earnest labor as the chief essential of school life. Rose water is not a beverage. Confectionery is not strong meat or healthful food.

But in work, as in everything else, there is a right way and a wrong way. A burden may be carried to a destined point by being dragged over the ground, under the lash of the task master, or it may be borne on willing shoulders with songs of praise and a shout of "harvest home."

A school-room to be pleasant, internally, must have certain requisites. There must be fresh air and plenty of it. There must be comfortable seats, arranged properly to receive the light without exposure of drafts. More than all, there must be scholars anxious to learn and teachers able to impart instruction. There must be enthusiasm on the part of the master and a generous response of affection and interest on the part of the scholar. There must be a living principle, growing stronger and stronger, day by day, that knowledge is good and desirable, that virtue is both right-doing and right thinking, and that duty, great or small, is the true end and purpose of life.

The teacher must be the ruling spirit. His hand must sweep the chords and awaken responsive melody. His disposition is to determine the character of daily work. If the teacher be cheerful, and courageous, and thoroughly

honest, the hours will glide by without friction, and the school room will be filled with the atmosphere of enjoyment. The teacher regulates the emotions of his scholars. The mercury rises or falls with his smile or his frown.

To make the school-life both pleasant and profitable—something more is necessary than a code of rules for the government of the pupils, however comprehensive in principle or minutely exact in detail.

Good order is essential to a well regulated school-room—without its harmonizing influences all progress would be lost in the general chaos—but order is not the chief end of school life. We have seen school rooms where there was a little too much order. The inmates seemed to be under a spell of enchantment. The quiet was so oppressive and awe-inspiring that the children were afraid to speak above the low tones which are usual in the house of mourning or among the tombs. There was no tyranny or cruel discipline, not even the sign of a rod—only the low, dreary, monotonous voices of teacher and children, engaged in the cold, hard mechanical routine of question and answer. The order was excessive, overwhelming. It permeated every part of the room. A laugh would have been something utterly and thoroughly out of place. To have dropped a book or pencil would have been a catastrophe. It was impossible for a stranger coming into such a room, from the freedom of the fresh air, not to feel a strong temptation to kick over a few benches and desks and turn the children out into the play ground for a run and unbridled shout. Less order and more spontaneity would have made the current of school life more natural, more healthful, more profitable every way.

Freedom is a necessary element of a pleasant school-room—freedom to ask and answer questions when prompted by a desire to learn; freedom from the mind to work outward in the natural expression of its own growth. This freedom, fully enjoyed and carefully directed, will lead to the consciousness of ability to become better and more knowing—a self-respect which is not vanity or conceit, but is based upon a dawning conviction of the power of the human mind and its capacity for improvement.

Earnestness will follow. The child begins to take pleasure in his daily work. He goes to school because he does not want to stay at home. He learns his appointed lesson because he knows how to study and enjoy the knowledge. He comes frankly with desires and with his doubts, comes as frankly with his gains and promises. Intelligence is acquired as the understanding speaks out through all the senses. The entire apparatus of the school-room is familiar to him—even to the charts upon the wall and the rusty tripod which supports the globe.

Respect for authority is simple when obedience is cheerful and unconstrained. The affections are exercised in many ways and great moral lessons enter into the heart as gently and softly as sleep entered the soul of the ancient mariner. It is in the power of an earnest and a faithful teacher to make school work attractive and the school-room a pleasant place, whose associations shall survive long after in the grateful memories of the men and women who, in the glory and beauty of their youth passed from the old familiar forms out into the broader school of a busy world.—*Louisiana Journal of Education.*

Now, when we know the distance of a star, as we do in some instances, we can estimate how many times our sun would be obliged to be multiplied in size, or in brightness, to shine with the brightness of such a star at such a distance. Trying this experiment on Sirius, that winter evening star below Orion, which gives unto us some four times as much light as any other star, that star Sirius, at the distance which it appears, has a light blended in one great seething ball, which would be equal to sixty-three of our suns, stationed at that distance. That pole star to which I have called your attention again and again, is equal to eighty-three of our suns, so far away. I told you it took forty five years for its light to come. Vega, exactly overhead between eight and nine o'clock to-night, is equal to three hundred and forty-four of our suns. Capella, rising at nine o'clock in the north-eastern sky, is equal to four hundred and thirty of our suns. Arcturus, blazing here in the west, chasing that Great Bear, embodiment of brutal force and ferocity, around the pole, that sign of man's dominant power, Arcturus is equal to five hundred and sixteen of our suns. Now, there are others mentioned of a larger size, but a little doubt hangs over the accuracy of the estimate, and I will give you no more.—*REV. HENRY WARREN.*

EDUCATIONAL NOTES.

NEW YORK CITY.

THE BOARD OF EDUCATION. The Commissioners met June 2.

The Truancy Superintendent reported.	
No. of truants returned to school.	366
" " placed in school.	37
" " committed.	17

The Committee on By Laws reported in respect to the charges made against trustees E. H. Pomeroy and of the 9th Ward by Bernard Galloghan was dismissed.

The Supply Committee reported in favor of supplying the schools with diaries in the German language when needed; also with certificates at cost of \$1.96 per 100. Mr. Beardslee moved that the Board go into Committee of the whole to consider the matter of the Evening Schools. The report was read and recommends that schools similar in plan to the Evening High School should be established; that the school doors be closed fifteen minutes after beginning; that no females be employed in the male schools; that the schools be classed as schools for juniors and for seniors; in the former pupils between 13 and 18 years of age may attend; in the latter only those above 16 years; the length of term shall be 18 weeks; in the senior schools there will be two sessions of one hour each; no person to attend the schools except those whose cannot attend the day schools.

Mr. Flynn moved to fix the age at 12; so did Mr. Moriarty. Mr. Nehrbas said boys under 13 instead of being at school should be at home and in bed. Mr. Walker felt the improvement of the evening schools was a plain duty of the Board; the want of punctuality, destroyed the term of the classes. He cited the case of Mr. McIver, having 17 pupils, two assistants and a janitor; there had been a waste of money. The principals have given us valuable information. The report was theoretically correct and hence good results may be expected from the change proposed. Mr. Katzenberg wanted but one session; Mr. Moriarty wanted pupils who come late to be admitted; he claimed that all who wanted to attend should not be shut out; the principal must have discretionary powers. Mr. Donnelly wanted none but adult females should attend. Mr. West objected to excluding the younger girls. Mr. Flynn said the schools were not properly distributed and asked to have No. 29 included voted. Then No. 24 was added.

The Junior Schools [Male] are to be located, in Grammar Schools Nos. 1, 16, 42, 22, 37, 25, 40, 32; and in Grammar Schools, [Female] No. 2, 28, 38, 19, 49.

The Senior Schools [Male] are to be located in Grammar Schools Nos. 44, 13, 18, 57, 58, and in Grammar Schools Nos. 24, 45, 59.

Com. Bell has returned from Europe in excellent health; he has been absent just thirty-four days. He received a warm welcome from his fellow Commissioners, and he deserves it, for no man is more attentive to the important work of the Board of education. A few principals were present. Messrs Hudson (18), Litchfield (13), O'Brien and Zabriski (16), Miss Connor (21). The charges against Trustee Pomeroy were dismissed; these have hanging a long time; Mr. Pomeroy is fully exonerated; the charges were devised by a discharged janitor. German children are to have diaries in the German language—but why not include the French. Mr. Beardslee introduced a report looking to an improvement of the Evening Schools. One thing has been omitted that is of vital importance—the success of the schools depends on the TEACHERS. The Evening High School is cited as being a success; it is so because Mr. Babcock picks out his own teachers. Suppose he, like the principals of the evening schools had to take what he could get, that school would stand no higher than the ordinary school. A good principal with power to select his assistants is the key to the whole situation. Mr. West objected to refusing women places as teachers; cited the Brooklyn schools in which only a single man was employed. But something is the matter with these Brooklyn schools some are quite dead.)

It is doubtless too late in the season for the radical changes recommended by Supt. Jasper for reorganizing the evening schools to be carried into effect this year. We are sure, however, that something ought to be done. The old system was well enough in its day, but it has become inefficient. No man has been more thoroughly identified with the evening schools than Mr. Jasper, and none knows better than he what they need to resuscitate

them. They are an essential element of the system and cannot be eliminated; they should be improved.

MR. KNAPP and other leading trustees complain that they cannot get rid of inefficient teachers. We acknowledge that this is the most difficult problem that the Board of Education has to solve. One of the hardest things to be done in this world is to deprive any person of their living. There are two kinds of inefficient teachers. Some who were never good for anything, mere political appointees who never had any talents or attainments for teaching, and never tried to have. Such ought to be dismissed. Their number is small, however. There is another somewhat larger class, who have taught for many years, that are behind their age, and have done nothing to keep up with it. They are like the old Dutchmen in the Susquehanna Valley that still vote for Jackson. There are some in the New York schools that have not yet acquired any educational ideas; they have not yet heard of the advance of the new education. Pension them.

It is with sincere regret that we chronicle the resignation of Mr. Joel W. Mason as School Commissioner, necessitated by his appointment as Commissioner of Police. Although but a short time in the Board he has initiated important reforms. His long experience as a Trustee of the 22d Ward eminently qualified him for the responsible duties of his post, and had he remained till his influence was fully felt we are confident that many causes of dissatisfaction with the present Board would have been removed. The secret of Mr. Mason's success is unswerving fidelity to principle, combined with a prodigious capacity for business. He expects of every teacher in the schools, of every man in the force, the same devotion to duty that he demands of the numerous employees in his private business. His motto is, "No shirking. Be as honest and faithful in public as in private life." Such men can be poorly spared from the Board. We trust the time is coming when to be a School Commissioner, to preside over the education of 100,000 children, will be considered the highest of municipal honors. Till then, we hope the Mayor will be as wise and far-seeing in the appointment of public servants as he was in the selection of Mr. Mason.

ELSEWHERE.

TROY.—Prof. Arthur Gleanedy is the genial and efficient Principal of the Public Schools here. There are ample grounds and a noble building of four rooms, full of happy busy pupils led by earnest teachers. The names among these are, Misses Jennie Rawson, Alice Badgely, and Miss Mills, assistant. These have the spirit of the INSTITUTE.

ROBERT A. TYSON.

KANSAS.—The State Teachers Association meets at Topeka, June 22. Papers on Language Culture. V. A. Boles, Lawrence.

Grammar. Rev. W. Bishop, Salina.
An Address. Rev. G. H. Fairchild, Manhattan.
Education in England. Robert Hay Cheroke.
The Quincy Method. G. M. Stearns, Topeka.
Reforms. D. J. Evans, Great Bend.

Constitute the main features. This will be followed by discussions. Prof. L. A. Thomas of Topeka, is the President.

ILLINOIS.—At Lebanon, Illinois, is located the far famed McKendree College. On the evening of the 24th inst., Dr. Post, of St. Louis, delivered before the Platoman Society a magnificent lecture. His topic was "The Method of Genius." It was itself a noble effort of genius and a rare intellectual banquet. A teacher in the Public Schools, to whom I loaned a copy over night, said to me, "It is just splendid. We teachers are grasping anything that will teach us how to teach the best way. The INSTITUTE is just what I want, and will take it." At Highland, Ill., is a model graded school, over which Prof. Adelman, a true teacher, presides. At Marine is another good school. Twelve years ago the school was a mere mob from the fact that ignorant and characterless teachers were employed by a School Board of the same class to mismanage the pupils. H. H. Elbring and H. C. Guerke, at their own expense, visited some of the best schools of this state, and observed the methods of the teachers. Returning they put what they had learned in practice. They have been re-elected for twelve years. They erected the fine new edifice which now adorns the central part of Marine, and engaged Wm. E. Lehr as Principal. This gentleman has finished that which the wisdom and energy of the Directors had so well begun. Orderly education and harmonious movements characterize the school from

the smallest child to the most advanced. Real affection exists between teachers and pupils. Flowers, morning and evening, handshakings, kind looks, smiles, and loving hearts are the accompaniments of the true relation of mental growth that now exists between teachers and the taught. Prof. Fred. Bergen, and Misses Fanny Lehr, Emma Ferguson and Belle Halsey are a noble corps of assistants.

ARKANSAS.—The State Teachers' Association meets at Little Rock, June 28. Papers on the following subjects will be read. (1) What are the relations, powers and duties of teachers to their pupils, by Prof. E. P. Thompson.

(2) What shall our children study, by Prof. N. Johnson.
(3) Relations of the Normal School to the Public School system, by Prof. J. C. Corbin.

- (4) Moral Training in Schools. Rev. B. Thomas.
- (5) Woman as an Educator. Miss Ida J. Brooks.
- (6) The Agricultural College. Prof. F. J. Harvey.
- (7) Implements. J. B. Merwin, St. Louis.
- (8) Whom Shall License. Prof. G. W. Hill.
- (9) Bearing of the Study of Latin on the Study of English. Prof. W. C. Farham.
- (10) In what order should the studies be taken up. Miss M. E. McBride.
- (11) Test Examinations. Prof. J. F. Howell Lonake.
- (12) Deaf Mute Education. Prof. H. O. Hammond.
- (13) Teaching without Text books. Prof. J. B. Gordon.
- (14) Value of Supervision. Prof. J. M. Fish.
- (15) Ungraded Schools. Hon. J. C. Greenwood.
- (16) Education in the South. Dr. O. P. Fitzgerald.
- (17) Outline Maps and Reading Charts. F. M. Smith.
- (18) The Teacher's Mission. Prof. J. W. Stewart.
- (19) The Press as an Educator. Dr. W. T. Harris.
- (20) The Study of English. Prof. E. L. Joynes.
- (21) The Educational Outlook in Arkansas. Hon. J. L. Denton.

(We heartily encourage the associations of teachers. But after reading the above program, and reflecting that this is only a part of what is to be done, does not every one feel that our Arkansas brethren will over do the matter?

There are some subjects to be discussed the wearied teacher might be supposed not to care to discuss. No. 2 and 9 cover the same ground; Nos. 5, 8 and 11 could be readily dispensed with; No. 16 and 17 might follow if other things pressed, and the same with No. 5, though we dislike to be ungallant towards Miss Brooks. On the whole Prof. Johnson has a subject big enough to require the attention of the whole convention for three days. "What shall our children study?" Yes, gentlemen and ladies settle that before you undertake any more teaching.)

GLUCOSE FROM RAGS.—The *Revue Industrielle* states that a German manufactory is turning out over a ton a day of glucose made from old linen rags. These rags, which are composed of hard vegetable fibres, are treated with sulphuric acid, which converts them into dextrine. The latter product thus obtained undergoes a washing with milk of lime, and is then treated with a fresh supply of acid stronger than the former, when the mass is at once transformed and crystallized into glucose, of which "rich" confections and jellies may be made. The process is said to be a very cheap one, and the glucose chemically identical with grape sugar. A strong outcry, however, has arisen against the manufacture of grape sugar from rags, and the enterprise is understood to be in danger of being interfered with by the German Government. The sugar, however, is none the worse for being made of rags, being the very same substance as if it were obtained from fruits.

THE SENSE OF SPACE.—At a recent meeting of the French Society of Biology, M. Mathias Duval reported what he believed to be an important discovery in relation to the origin of the auditory nerve. He finds, in the course of his researches upon the origin of the cranial nerves, that the auditory nerve has two quite distinct roots, the posterior one proceeding from a nucleus, described by all authors, the other, anterior, proceeding from a nucleus for motor fibers. Some fibers of the anterior roots turn back into the cerebellum. Now, we know that the cerebellum is the center for the co-ordination of movements. In associating this anatomical fact with the physiological researches of M. De Cyon, upon the sense of space, and with some pathological facts, tending to prove that vertigo has for a cause a lesion of the semicircular canals, M. Duval concludes that the anterior roots of the auditory nerve forms the nerve of space, of which the semicircular canals are the peripheric organs.

LETTERS.

To the Editor of the NEW YORK SCHOOL JOURNAL:

THE nine digits may be arranged in the following manner to foot up 100, ($8 \times 9 + 1 + 2 + 3 + 4 + 5 + 6 + 7$.)

Yazoo City.

A. J. Oakes,

To the Editor of the NEW YORK SCHOOL JOURNAL:

I am a reader of the JOURNAL and the more I read, the more ready I am to exclaim: "Was there ever a man spoke like this one?" In fact, it is the *come* of school journals and worthy of its acknowledged superiority. The articles, have philosophical reasoning as their basis, and so in variable *soud to the care*. I am a colored teacher, yet I cannot refrain from expressing my opinion of so interesting and so indispensable a journal, devoted to the education of the masses. May the JOURNAL live long and prosper.

New Albany, Ind.

F. B. ALLEN.

To the Editor of the NEW YORK SCHOOL JOURNAL:

I see much about examinations, written and oral. I have tried every kind. The old *show* examination is worse than a farce, because it fosters untruthfulness. The written is sometimes beneficial, as it teaches accuracy in statement and a readiness to express one's thoughts in a written form. Yet it may easily be carried to excess, as the pupil may become so accustomed to writing as to be unable to express his thoughts orally. My present plan is different. Twice per year I invite the authorities of the school, and none others, to my school. I take the pupils, without preparation or review, on the sciences pursued during the year. In an easy, natural way, I try to show the real advance made during the session. Since there is no attempt to "show off," the pupils do not dread it, and are but little embarrassed. I teach them at all times to think independently of the text books, consequently at these examinations, they are ready to write or speak independently. The questions in mathematics are always new to them, as well as those who listen; the sentences given for criticism, not cut and dried beforehand, but just such as we hear at all times around us. This gives a freshness not found in the old formal examinations.

M. R. B.

To the Editor of the NEW YORK SCHOOL JOURNAL:

THE INSTITUTE is unquestionably a great help to the teacher who reads it, but it is quite probable that those who need it the most are the ones who are without it. It is this class that is holding the position of teacher in many of the schools in our rural districts. And how can it be otherwise when trustees and school patrons totally disregard any special preparation, saying, "O, there is no need of that for our school; anybody can keep this school." Thus it has become such an easy matter to get a situation to "keep" school, that there are many new teachers (?) arising, without the slightest degree of preparation, springing up all at once, mushroom-like, and appearing with as much pride and dignity as if they had earned the position. I heard of a lady who managed to get the teacher's certificate without even taking the examination! The question of success is settled by the pupils. Any one of pleasant manners who can pet and coax her way through school so as to please the little ones and thereby gain the favor of their mammas, is a brilliant success. The loving parent will say, "Our children like the school, and seem entirely satisfied." There is much said, and truly, too, of "dead" teachers, and those having only "one spark of life," but we cannot hope for much marked improvement in them until our school system ceases to be a mere game of chance in which there can be so little exercise of skill. When teachers are required to stand upon their individual merits there will be a true incentive to labor.

X.

(REMARKS.—We used to think so once, but doubt it now: a "live teacher" will take an educational journal, even if the salary is small; a dead teacher will not, no matter how large it is.—note Brooklyn.

To the Editor of the NEW YORK SCHOOL JOURNAL:

I saw in one of our country papers the following item: "Night schools are being held every other evening at the Central School house. Mr. — is doing his best to prepare his pupils for the coming county examination," and I remember to have read a short time ago, a similar note from another place.—Again the item from Illinois under "Notes" in No. 8, of the INSTITUTE gives the method of conducting county examinations, stating that after the examinations it is customary to distribute Diplomas and Certificates of Merit, and to publish the names of the suc-

cessful pupils in the county papers. I beg leave to ask a few questions.

1. Is six hours' daily instruction not enough for the normal mental development of children?
2. Does awarding of Diplomas and Certificates of Merit, and the publication of the names of the "laureate" agree with the principles and doctrines of modern pedagogues?
3. Should the course of study be the same in all schools of a county, the average attendance of the pupils in the different districts varying from 4 to 8 months a year; not regarding other advantages and disadvantages?
4. Does it promote the cause of education, if teachers are compelled to make their pupils of the lower grades memorize definitions and rules which they cannot understand?
5. Is it fair to give the unscrupulous teacher advantages over the conscientious, and to tempt a teacher, not confident of an impartial judgment, and perhaps struggling for his reputation or position, to resort to the practice of aiding his pupils to fill out their examination papers, not regarding the demoralizing effect of such transactions?

B.

REMARKS. 1 Six hours is too much to be given to mental work. One half at least should be occupation—singing, marches, recesses, gymnastics, rests, etc. These will do no murder."

2. To award diplomas etc., where only a good memory rains them is all wrong. The "high pressure system" will spend its force one of these days. The examination craze will be over. The natural system is gaining ground steadily.

3. The course of study should be as nearly the same as possible; the school year should be about the same in country and city; until that point is reached there will be variations in the course.

4. Of course not; it is ruinous to the children.

5. Every effort should be made to induce the pupil and the teacher to act honestly, diligently, earnestly and skillfully. The schools should be properly examined and not be tested wholly by the memories of the pupil.

To the Editor of the NEW YORK SCHOOL JOURNAL:

DEAR SIR:—Will you permit a subscriber to say a few words in favor of Parochial Schools? It seems that the Catholics have between forty and fifty thousand children in these schools in this city, nearly one-half the number in our public schools. This saves the city in taxes at least one million of dollars a year to say nothing of interest on the cost of a large number of good school buildings. Is not this an item of some importance? Take it for granted that they do not get quite as good secular education as they do in the really excellent public schools, they get a very fair one, besides some religious training. Now no strictly loyal Catholic can patronize the public schools. He is forbidden by the highest spiritual authority known to him. Is it not hard to compel a poor laboring man to pay two school bills—one in taxes to the public school, and the other out of his pocket to the school of his choice? Do not let us forget that it is labor that pays the taxes. I know it will be said that it is wrong for Catholics to have these prejudices, but they have them nevertheless, and seem willing to sacrifice a good deal to maintain them. Now I propose as a matter of economy and public policy to allow them \$10 on the sworn average yearly attendance of each scholar. This is only one half the cost of the public schools. It would help them wonderfully in the matter of buying books and procuring better teachers. It would lift a great burden from their shoulders and make them more friendly. After all, the object the State has in view is the education of the child. It is no light matter whether they receive it in a manner calculated to make them love the government or to hate it. One thing is certain, sooner or later, we shall have to divide with them the public money or we shall have to stop taxing them to support schools which their conscience condemns. Let us be wise in time.

PROTESTANT.

(We do not share the opinion of this writer. The public schools are supported by taxes, they are free, they are unsectarian. The parochial schools are sectarian, and the city cannot support them unless we unite Church and State, and that is contrary to our policy.)

A SCREW LOOSE.

To the Editor of the NEW YORK SCHOOL JOURNAL:

I am the teacher of a "classical school" that is one in which, in addition to every grade of scholars in English studies, I prepare boys for college. I employ one assistant.

I have been four years at this work, since my graduation from Princeton college. I determined to look for a new job. It has been no little weight upon my spirits, heretofore, that I had been compelled to undertake so many grades and departments of teaching as not to have been able to do justice to any. I have longed, too, to find myself where I might give all my thoughts to my profession, undistracted by anxiety about the uncertainty of my income. I determined to give up private teaching and find a place in a public school. "Why did I not think of this before?" I asked myself. "Certainly a man with a good college record and four years' experience, with a reputation as a successful teacher, will be welcome to the ranks of public school teachers, and provided with some humble place, if nothing more." These were my thoughts. Without loss of time, I hunted up the name of the "Superintendent of Public Schools" in a neighboring city, that employs over six hundred teachers, one fifth of whom are males. Without delay, I addressed a letter to this gentleman, stating my superior education, (it cost time and money enough to be so), my experience as a teacher, and the fact that I desired to get a place under him. A few days since I received by mail an immense sheet of letter paper, adorned with a preposterous engrossed seal, and a heading in very large type. The letter read as follows:

Dear Sir: The first requisite for a position in our schools is a certificate from the Board of Examiners. The board examines on the second Thursday in June. I can give you but very little hope of obtaining a position.

The "first requisite" will be easily obtained, but there is the official statement of the superintendent that the "certificate" would not do much good after all. Not a word does Mr. Superintendent say about experience or special fitness for the work, nor does he give the slightest hint as to why there is "very little hope of obtaining a position." In the case of any other profession, an applicant, other things being equal, would have been told that a certain degree of fitness would entitle its possessor to corresponding recognition; but in what is known as the profession of teaching, there seems to be a different standard. Now, here is the question, "Are men of broad culture to have any chance to obtain places in the public schools?"

P. P. P.

(REMARKS.—We have had a good deal to say on this subject broached by our correspondent. He has put the case quite plainly. Do the public want good teachers? We declare most emphatically that it does. The criticisms that are so galling to so many teachers arise from its intense disappointment in not getting good teachers. But the trustees and general managers "don't care a continental" whether they get good teachers, or in fact, whether they get teachers at all. What they mean to do is to fill a place. The result of this is, that those who can teach and want to teach cannot get a chance, and so the schools are full of people who have got positions and draw salaries. This is so in New York and Brooklyn. The first thing a man needs to get a position is *political influence*. If he has that he is all right. As to the certificate, why he will have to stand an examination of course. But the *political influence* is the thing.

We have, therefore, advised our correspondent (1) To ascertain whether there was a vacancy. (2) If so, to get documents that will gain him the *political influence* of that town. (3) Having got that, let him drop in on the superintendent; he will get a first-class certificate. We know of a young man, a graduate of a first-class college, who has been here two years seeking a situation; also of another who got one in two weeks—the latter had not half the ability of the former—but he had influence.

We consider this state of things as disgraceful; it is a conspiracy against the precious rights of the children. And we believe, as truly as we believe in our existence, that this iniquitous system will come to an end. We shall soon find County Commissioners in New York State who will stand up to the rack, and license none but Teachers. From the country the good work will extend to the city, and New York, Cincinnati, and Chicago will be eventually purified.

RULES FOR STUDY.—1. Take a deep interest in what you study.

2. Give your entire attention to the subject.

3. Read carefully once, but think often.

4. Master each step as you go.

5. Think vigorously, clearly, and connectedly.

6. Let study, recreation, and rest be daily mixed.

7. Study systematically, both as to time and method.

8. Apply what you learn.—PROF. BALDWIN.

EDUCATIONAL MISCELLANY.

Baby Has Gone to School.

The baby has gone to school; ah, me!
 What will the mother do,
 With never a call to button or pin,
 Or tie a little shoe?
 How can she keep herself busy all day
 With the little hindering thing away?
 Another basket to fill with lunch,
 Another "good-bye" to say,
 And the mother stands at the door to see
 Her baby march away,
 And turns with a sigh, that is half relief,
 And half a something akin to grief.
 She thinks of a possible future morn,
 When the children, one by one,
 Will go from their home out in the world
 To battle with life alone,
 And not even the baby left to cheer
 The desolate home of that future year.
 She picks up garments here and there,
 Thrown down in careless haste,
 And tries to think how it would seem
 If nothing were displaced.
 If the house were always as still as this,
 How could she bear the loneliness?

For the NEW YORK SCHOOL JOURNAL.

China Decoration and Firing.

By LAVINIA L. STEELE.

Many persons are practising the art of decorating china ware for their own amusement or profit; the colors are then melted into the surface in a kiln constructed for the purpose; this goes by the name of Firing. Experience in using the proper paints is of course absolutely essential to success with mineral colors, but success is reached only by the final touch given in the kiln. To be a successful firer of china, besides understanding thoroughly the laws of heat and cold, it is necessary to have considerable knowledge of chemistry, the preparation and the mixing of colors, and the effect of heat upon the same. I lately paid a visit to the well-known china decorators, John Bennett and Edward Lycett, in Great Jones street. This establishment is the largest one in America, doing handsome and original work. It is well arranged for the specific work of firing. The chimney built for the purpose is very large and high. It is built of fire brick. Bricks at intervals projects within the kiln, thus forming little brackets to hold the iron shelves upon which the china is to rest. Upon the iron shelves the china is turned upside down, supported with china rests between each. Beginning with the extreme end it is built with the china to be fired until the whole is one solid mass; the door at the front is then closed up with fire-brick except at one spot where a small piece of glass is inserted to enable the operator to inspect the progress of the work. This in all cases is necessary as two additional sticks of wood might so increase the temperature as to ruin every article under fire. For ordinary firing the time taken is eight to ten hours; for a hard firing (that of high colors) from ten to twelve hours. The fire is usually made in the afternoon, drawn out late in the evening, and left to cool down for the morning opening. Thirty-five persons are employed, fifteen are women, most of whom are engaged in burnishing the gold upon the china after it has been fired. This is done with a blood stone inserted in a handle, and requires steady and strong manipulation. The preparation of the gold is very interesting. In a glass retort over a charcoal fire, the purest gold is placed with acids and when thoroughly dissolved is of a dark brown color. This is put upon the china with brushes, the article itself striding upon a wheel, the right arm of the artist resting upon the table to ensure perfect steadiness, the wheel turned with the left hand. The more delicate lines of gilt are produced with a fine pen. In this art we are in advance of our English brethren, who still use the brush. English, French and German china decorators add their own stock of knowledge and experience to that already acquired by the fertile brain and quicker wit of the American. Young boys in this country are already starting at the foundation in this art intending to make it a life occupation.

The colors used are mostly the dry English colors. The tinting is put on in the powder, the strength of color determined by the nice appreciation of the oils used by the operator. Dresden china retouched and gilded is

made far more beautiful than before. Instead of dinner sets being composed of two or three hundred pieces as formerly, the popular taste now requires that the whole set includes separate sets painted uniformly, yet each piece different—such as fish, meat, game and fruit sets. Mr. Lycett had just completed a beautiful fish set on fluted china, the largest platters containing an accurate copy of a rare fish caught in Canadian waters by the daughter of a New Yorker. Smaller American fish grace the edge of this dish, which will to the owners be a pleasant reminder of leisure hours. Mr. Lycett is now at work upon a dinner set tinted in Turquoise green in original designs, embellished with gold, a golden crest in the centre of each dish. Unfortunate owners of broken china find here skilled workmen to restore their loss; and china dealers instead of sending abroad to have articles duplicated, prefer to employ home talent possessing equal if not superior skill.

Industries in Schools.

From all quarters we hear of experiments in the way of adding to the school system exercises in manual labor. In the London public schools, the elder girls are to receive a regular lesson in cooking every week, spending half a day in a large kitchen, under an instructor appointed and paid by the committee.

In Paris there are two important schools where young men are regularly taught the use of tools. One of these is called the School of Arts and trades, and the other, the Apprentices' School. We are informed that young men who graduate from these schools with credit easily find positions of trust as foremen and teachers. Besides practising daily in work-shops, the students are thoroughly trained in drawing, and in those branches of mathematics which have most frequent application to mechanical work. Similar results are reported by Professor Thompson, Principal of the Worcester (Mass.) Free Industrial Institute, a school in which systematic shop-culture is given. Out of the first seventy-four men who graduated from that institution, nine were employed last year as journeymen machinists; twenty-three as superintendents, foremen, draughtsmen or proprietors of factories; five as engineers; two as farmers; eight as teachers, mostly of drawing. Thus more than half the students were engaged in pursuits for which their school had especially prepared them, and the largest number in positions of trust.

The Washington University of St. Louis, we notice with pleasure, is about to found a Manual Training School, with carpenter shop, pattern shop, blacksmith's shop and machine shop, all well furnished with tools, in which the students will spend about three hours a day in manual labor, under competent instruction.

St. Louis is rapidly becoming one of the most important and interesting industrial centres of the world. It is a noble and beautiful city, and we cannot doubt that this experiment will be afforded the fairest chance of success by her able and intelligent business men.—*Youth's Companion*.

Greece.

In coming to Athens from Piræus, we enter the city on the south side, which is the business part, and looks more European than Oriental. Indeed, there is much taste and appearance of thrift in the stores and shops. As we reach the north side we come to a public square, in the centre of which is a beautiful park, green with tropical plants, and smiling with flowers and ripe oranges, though in latitude 38 degrees, and early in the month of March. On the south side of this square are large business houses; on the east and west the principal hotels; and on the north, crowning a gentle ascent, are the palace and grounds of the young King George. All these buildings are substantial and commodious, but not magnificent. To the right and left of the square, within a radius of a mile, are found the best private and public buildings, and all the chief objects of antiquarian interest. Athens nestles between two high hills—the Acropolis, five hundred feet above the level of the sea, and Lycabettas, still higher, and surrounded by the sunny plains and hills of Attica, which may be made as productive and gardenesque as Scotland, under the hand of cultivation and art.

The Stadium, where Grecian games were practiced, is a level arena a little way out of town, about five hundred feet in length and one hundred and fifty in breadth, lying in the shape of an ox bow. It is encompassed on three sides by sloping ground—say fifty feet high—just steep

enough to form the base of receding seats, bringing the spectators in full view of the arena.

A second object is the Olympium. A sumptuous temple located on sacred ground from the earliest times, and separated from the Stadium by the river Ilissus. Hadrian's Arch, which was the magnificent gateway into the Olympium, and fifteen columns sixty-four feet in height, and over seven in diameter, still stand—two lie prone and broken on the ground—victims of the gnawing tooth of time. If Christian civilization does her duty these relics will be preserved, and, like the Pantheon at Rome, tell the story of the transition of the people from heathenism to Christianity.

A third and principal object is the Acropolis. It is a perpendicular rock, on three sides facing the city, and approached and entered from the rear by a gradual ascent. Its summit is crowned with the ruins of four or five temples, the chief of which is the Parthenon. Nothing but its foundation and pillars remain. These columns are not monoliths, but circular sections of stone placed one upon the other, and so closely jointed that the seams can scarcely be detected. I called the attention of a friend to these joints. He said, "I will show you a seam that you cannot find at all." He pointed to a place in the steps of the Parthenon. No junction was discernible. Nothing but a place where a piece had been broken out made it possible to discover the joint after the closest inspection.

Contiguous to the Acropolis, and separated from it only by a roadway, is Mars Hill, where Paul preached to the court and scholars of Athens. Mars Hill, like the Acropolis, is a precipitous rock, though not nearly so high. Three of its sides overlook the city; one slopes off to the ordinary level. The Areopagus is reached by a flight of steps cut in the solid rock, some of which are broken. By these Paul and his hearers must have ascended.

The Greeks are renewing the whole face of the country and reviving her mineral and agricultural resources. In 1863 the value of her imports and exports were six times as great as they were thirty years before. This may appear to be slow progress in our fast age; but it must be remembered Greece had every thing to re-create, soil, roads, forests, vineyards, public works, herds, and even population, for in the war of independence the greater part of the enterprising Greeks were slain. The truth is, the heroic Greek won territorial desolation on the verge of national extinction. Indeed, it was seriously purposed by the Turkish authorities to exterminate the whole Greek population. The *Muti* was consulted. And when he decided that the Koran did not allow the slaughter of the innocent with the guilty, he was accused of misinterpreting scripture, and banished. Immediately the island of Scio was attacked with fire and sword, and in four days beautiful Scio, the seat of modern Greek literature and civilization, was a mass of clotted blood and ashes. Out of a population of 130,000, only nine hundred were left, and these were taken to the markets of Smyrna and sold into slavery and deauch worse than death. But to-day, despite all this carnage and savagery, the commerce of Greece floats on every sea. England alone pays her five millions annually for her products.

This little country is making rapid strides in manufactures. She promises to become the New England of the Archipelago. Piræus, a town of 18,000 inhabitants, and which, ten years ago, did not possess a single manufactory, has at the present time more than thirty steam factories, representing as many different industries.

The most remarkable feature of the Greek nation to-day is its devotion to education. They pursue it with enthusiasm. It is a national passion. Her famous University was founded as late as 1837. Now it enrolls thirteen hundred students, with seventy-two professors, and a library of 150,000 volumes. They have a richly endowed girls' school, and a whole constellation of other educational institutions for both sexes, and these are all fed by a system of primary schools that penetrate into every nook and corner of the land. The primary schools are both free and compulsory. Besides these there are night schools and lectures, and a system of secondary schools which are numerously attended. The result is, Greece is plethoric with learning. She has more educated men than she knows what to do with.

THE NEW YORK SCHOOL JOURNAL is a regular and welcome visitor. Its educational basis is good, its general make-up fine. It merits the attention of school men.—*Central Star*.

Better Teachers—Better Schools.

We have yet many ignoramuses and block-heads—mis-called teachers—employed in our public schools, to the disgrace of the State and the detriment of education. We may not reasonably expect to entirely rid the school room of the genus homo embraced in Plato's first description. It is probable he is an evil we must necessarily endure, but we certainly want no more of his class than the fewest number necessary to enable us to reason by comparison. Indeed, my experience has brought me to that point where I am willing to obliterate his foot-prints, and weaken the argument in favor of thoroughness and truth in education, by so much as is supplied by his epistolary exploits, on file in my office.

The county commissioners are drawing the lines in gradually, and refusing to heed the thoughtless petitions sent them, begging that a certificate be granted some sluggish leech of the public funds, simply because he is some neighbor's boy and "we want him to teach mighty bad." All honor to an ex-commissioner in your body who had the nerve to inaugurate this reform in Southeast Missouri. The day of the mere master is drawing to a close; the glory of his accomplishments in "keeping school" and manipulating the rod is waning. May the Legislature assist to expedite his departure.—STATE Supt. of Missouri.

The Heavens.

MERCURY rises June 1, at 4h. 26. A. M., and sets at 7h. 21m. P. M. It is approaching its greatest eastern elongation and after the 15th of the month, may be seen in the evening twilight, about 2° north of the point of sunset.

VENUS is approaching superior conjunction, and is so near the sun that it is not likely to be seen during June.

MARS is growing more and more distant from us; it will be seen near the new moon on the 11th; the moon will pass east of and below Mars. It sets June 1, at 10h. 50m. P. M.

JUPITER rises June 1, at 1h. 53m. A. M., will be near the moon on the morning of June 2—in conjunction. On the morning of June 23, the first satellite and its shadow may be seen crossing on the disk of Jupiter.

SATURN rises June 1, 2h. 28m. A. M. On the 7, it is in the sign of the Fishes.

URANUS rises June 1 at 11h. 8m. A. M., and sets at 23m. after midnight. It is in the sign of the Lion.

SUN SPOTS.—The long period of quiet on the sun's surface has ended. The spots follow one another now in rapid succession. A group composed of some dozen spots was approaching the western limb of the sun late in April, when there entered upon the eastern limb a large and densely black spot, surrounded by the usual gray bordering, and accompanied by several others smaller in size. This is undoubtedly a return of that seen about the middle of April; the different members so numerous at that time seem to have united. This spot should be looked for early in June.

FALL OF METEORIC DUST.—Professor Silvestria, of the Catania Observatory, reports the fall, on the night of the 29th of March, of a shower of meteoric dust, mingled with rain. Besides the usual characteristics of color, chemical composition, and the mixture of mineral and organic particles and minute infusoria, there was a considerable proportion of iron, either in a purely metallic state or in metallic particles, coated with oxide. The size varied from a tenth to a hundredth part of a millimeter, and the form was either irregular or spherical, as if it had undergone fusion. This phenomenon was first observed in the Indian Ocean, south of Java, in 1859, and has been corroborated by Professor Nordenfjöld's Arctic observations.

A METALLIC SHOWER.—For several hours, on the night of March 29, a fall of rain mingled with meteoric dust occurred at Catania, Sicily. The dust contained fragments of iron, either in a pure metallic state or in metallic particles surrounded by an oxidized crust. The fragments were of many shapes and size, and were readily attracted by the magnet. They only differed in size from a shower of aerolites. Such showers of meteoric dust are probably not infrequent, though it is seldom that they are so clearly indicated in southern lands. In high latitudes they are shown by frequent and well marked discolorations of the earth's snowy mantle in places where terrestrial dust is a practical impossibility.

FOR THE HOME.

The Largest Church in the World.

St. Peter's Cathedral, Rome, is well known as the largest religious structure in the world. It is six hundred and nineteen feet long, four hundred and forty-eight wide, and four hundred and seventy high from the pavement to the cross. The foundation, the building of which required fifteen hundred men ten years, is arched under the entire building; one arch fitting between two others in such a manner that the pressure will be equal on all parts.

The most magnificent part of this edifice is the dome, which was planned by Michael Angelo, and partly built under his direction. It has been frequently said that "he was the greatest man the world ever produced," and he excelled in sculpture, painting, architecture and poetry. He was seventy-two years of age when he was placed in charge of the building, and he superintended the work the remainder of his life, or seventeen years.

The Cathedral covers six acres, and is built in the form of a Greek cross. An arm of this cross, an addition to the Cathedral proper, called the Vatican, covers nine acres; and on its roof are blooming flower-gardens and fruitful orchards.

In it are twenty courts, eleven hundred chapels, saloons, etc., some of which are used for the meetings of the synods of the Roman Catholic Church. One mile of halls is filled with sculpture, paintings, etc.; and the walls of these are covered with fresco paintings. On the roof of the Cathedral, is a little village consisting of about three hundred workmen, who keep the building in repair, and their families, making in all about twelve hundred people. They are not allowed to have fire, and they prepare their food by using alcohol. There are no arrangements for fire in any part of the building; but none are needed, as the weather is never very cold.

Before the church is a piazza occupying eighteen acres, and around this is a colonnade, consisting of two hundred and eighty-four columns and eighty-buttresses, which supports an entablature. On this entablature are two hundred statues of saints, each eleven feet high. In the center of the space enclosed by the colonnade, is an obelisk weighing five hundred tons, that formerly belonged to Nero's circus, which was on the site of St. Peter's. It required eight hundred men to move it; and an order was issued that no one should speak during its removal.

One Boy's Life.

John Kitto was such a puny child that when he was born he was not expected to live many hours, and it was only by the greatest care that he could walk at two years of age. This weakness prevented him from joining other boys in their sports. But he enjoyed himself quite as much lying behind the hedge, or on a sunny bank. He was not sent to school until he was eight years old, and he only then stayed long enough to learn to read and write and get some knowledge of figures. The few pence that it cost could not be spared at home, for his father was a very sickly man, and unable to work steadily, and his mother had more than she could do to take in washing and keep her little family fed and clothed. But father and mother looked to him as the eldest to help, and before he was ten years old, they began to look about for something for him to do. The shoe-maker in the village took a great fancy to John, perhaps, because he was so great a listener, for he poured into his eager ears, as he sat working at his bench, those remarkable tales of Blue Beard, Cinderella, Jack-the-Giant-Killer and Beauty and the Beast.

John admired his friend's capacity for story-telling, and was never weary of listening, but he soon learned that he was not the only repository of such learning, but that for a copper he could buy similar astonishing marvels at the village book store. Once in a while he earned a penny holding a horse at the blacksmith's, and then he was occupied for days in studying the toy book he had bought.

His grandmother possessed a treasure that was a source of unfailing delight to young John. This was a family Bible, which was profusely illustrated. At ten years John was a good reader and this precious book was eagerly read by his father whose failing health kept him in doors. They owned also a Prayer Book, Pilgrim's Progress and Gulliver's Travels. The last John devoured, and so much did he admire them, that with a feather and the indigo his mother used in washing, he decorated all the engravings. When his grandmother noticed his fondness for books, she borrowed books of the neighbors, and he soon was familiar with every book owned on the street.

In 1817, while helping his father to mend a roof, he lost his footing and fell thirty-five feet into the street below. John remained insensible for a week, and did not leave his bed for four months. He partially recovered his strength, but the fall deprived him of his hearing. He became as deaf as though he never had had the sense. While still ill from this accident he asked for a book he desired to read. His mother answered

him by signs which he could not understand, at last a slate was brought on which the answer to his inquiry was written, "Why do you write to me? why not speak?" he said, and to his great astonishment, the reply was written "You are deaf."

John's circumstances were now fearful, but his spirit was undaunted. He went to the shore where cargoes were received, and wading out with other boys, collected scraps of refuse, which he sold; but this profit was soon stopped, for he stepped upon a broken bottle, which put an end to his small gatherings. His next effort was more hopeful, with his last two pence he bought paper and painted heads, houses, flowers, etc., which sold from his mother's window at two pence half-penny apiece. Then he tried painting small signs for windows. The few coppers he earned were spent on books. But his grandmother died, and he was turned into the streets. To save him from this hard fate he was taken into the Plymouth workhouse.

When seventeen years of age he was apprenticed to a shoemaker, who treated him so cruelly that upon writing to the magistrates of the town, they investigated his case and set him free. A subscription was raised to pay for his board and clothes until a situation could be found. In the meantime, Kitto devoted all his time to mental improvement. His aim was to be useful to mankind, and he bent all his energies towards preparing himself for that end. His industry never relaxed, even when he obtained employment. "I cannot," he wrote, "accuse myself of having wasted or misemployed a moment of my time since I left the workhouse." He set apart a task for every part of the day, giving himself only six hours for sleep.

John Kitto died in Cannstatt, Germany, aged fifty. He was always deaf, almost infirm in health; yet, he mastered Hebrew and Greek, and traveling through Russia and the East collected an immense amount of material about manners and customs to illustrate many valuable works. He was a regular contributor on the *Penny Magazine*, which was reprinted in America and translated in French, German and Dutch. He wrote "The Pictorial Bible," "Pictorial History of Palestine and the Holy Land," "History of Palestine," "Pictorial Sunday Book and Geography of the Holy Land." His name appeared in his last work as Fellow of the Royal Society of Antiquaries and Doctor of Divinity. The *Queen* of England granted him £500 a year on account of his literary works.

From such a life there is much to encourage every boy and girl in a desire for self-improvement. This boy against every possible obstacle educated himself and produced some of the best works of the kind ever written. It is a noble life that can leave such a record.

Awake up, boys, after reading this account of a workhouse boy's trials and triumphs, and resolve to imitate him in his desire for knowledge, and to leave the world better for having lived in it.

John James Audobon.

Audobon, the ornithologist, spent many years of his life in the forest searching for birds. He studied their habits and sketched them; his devotion rendered him famous. After a long sojourn in the forests he arrived at Niagara Falls. His appearance and deportment were quite in contrast with the crowds of well-dressed and polished figures which adorned that celebrated resort. His dress, which was made of leather, stood dreadfully in need of repair. A worn-out blanket was buckled to his shoulders; a large knife hung on one side, balanced by a long rusty tin box on the other; and his beard, uncropped, tangled and coarse, fell down upon his bosom. He had a quick glancing eye, an elastic firm movement, and a sharp face.

He pushed his steps into the sitting-room, unstrapped his little burden, quietly looked round for the landlord, and modestly asked for breakfast. The host at first drew back with evident repugnance at the apparition which thus proposed to intrude its uncouth form among the genteel visitors; but a word whispered in his ear speedily satisfied his doubts. The stranger took his place among the company; some staring, some shrugging, and some even laughing outright. Yet, there was more in that single man than in all the rest of the throng; he was an American woodsman, as he had called himself; he was a true genuine son of nature, yet who had been entertained with distinction at the tables of princes; learned societies had bowed down to welcome his entrance; kings had been complimented when he spoke to them; in short, he was one whose fame will be growing brighter when the fashionables who laughed at him, and many much greater even than they, shall have utterly perished. From every hill-top and every deep shady grove, the birds will sing his name. The little wren will pipe it with her matin hymn about our houses; the oriole carol it from the slender grasses of the meadows; the turtle-dove roll it through the secret forests; the many-voiced mocking-bird pour it along the evening air; and the imperial eagle, the bird of Washington, as he sits in his craggy home, far up the blue mountains, will scream it to the tempests and the stars.

BOOK DEPARTMENT.

NEW BOOKS.

THE MORNING LIGHT. By S. W. Straub. Chicago: Root & Sons Music Co. Price 35 cents.

The author of the above book is known by his previous collections of songs, "Golden Rule," "Crown of Glory," "Convention and Choir," "Woodlawn Echoes," "Star Singer." In the "Morning Light" a number of German melodies have been arranged, and with a few exceptions all are new tunes, and are by S. W. Straub, G. F. Root, T. Martin Towne, J. McGranahan, and others.

SEA-AIR AND SEA-BATHING. (American Health Primers.) By John H. Packard, M. D. Philadelphia: Presley, Blakiston & Co. Price fifty cents.

Now that summer is here the influx of sea-side visitors begins. The little volume upon "Sea-Air and Sea-Bathing" should be in the hands of every person going oceanward. Its chapters are given to general considerations as to sea-side resorts, bathing in the sea, accidents in bathing, sea-bathing for invalids, amusements at the sea-shore, cottage life at the sea-shore, sanitary matters, the sea-shore as a winter-resort, and excursions to the sea-shore, all admirably treated.

LOUISIANA. By Frances Hodgson Burnett. New York: Charles Scribner's Sons.

Mrs. Burnett holds a first place in the rank of American novelists. She had a wide circle of readers who, after reading "That Lass o' Lowrie's," were eager to get hold of anything more from her pen. "Louisiana" has been running through *Scribner's*, and the strong delineation of character, admirably sustained dialect, and absolutely new incidents, upon which the love story is based are already known to many.

THE NEW AMERICAN ADVANCED SPELLER. Philadelphia: J. H. Butler & Co. Price (for examination) 25 cents.

This Speller includes a large number of important words not found in the text-books generally used in schools. These words, numbering 4,500, are arranged with reference to their accented syllables, and the quality of the vowels in these syllables. It contains also a miscellaneous list of about two thousand words; also a list of about eight hundred words common to most school Spellers, followed by a list of eight hundred important words which are frequently mispronounced. For the special convenience of teachers and examiners in reviews and test examinations, a list of about fifteen hundred or the best test words in the language are introduced. All of these lists are arranged into lessons of thirty-six words each.

Messrs. A. S. Barnes & Co., have published a very important and interesting Educational number of the "Atlas Series of Essays," entitled "New Departures in Collegiate Control and Culture" by the late Rev. Caleb Mills, Emeritus Professor of Greek, Wabash College, Indiana, price 30 cents. It was recently prepared, just prior to the author's death, and is now brought out under the direction of a fellow professor, in obedience to his wish. Prof. Mills may be said to have been the father of the common school system of the State of Indiana, in which he took a most active interest. His faithful earnestness in behalf of right education cannot be doubted. In this essay Prof. Mills lays down as a thesis, that training—discipline—development—are of far more consequence in a college curriculum than the mere acquisition of knowledge.

MAGAZINES.

Scribner's (June number) special attractions are, "Spring Hereabouts," by Clarence Coor, illustrated by New York artists. Russell Sturgis has an article on "Thackeray as a Draughtsman," which is accompanied by over thirty reproductions of sketches of the noted English author. There are several popular science papers. "William Blake, Poet and Painter," is made an interesting subject by Horace E. Scudder; four engravings of his paintings have never been published before.

Sarah O. Jewett generally writes pleasingly, and her story about "Cake Crumbs," in the June number of the *Wide Awake*, will please the young folks. This is followed by a quaint little poem, "Maid Cicely's Steeple Chase," by Margaret J. Preston, who, taking some little incident from history, renders it so sweetly for childish ears. There is a story about some old china which involves a thrilling experience of pioneer life. A glimpse of Mr. J. W. Champney's studio and his portrait are given in number seven of the series of "American Artists," by Mr. S. G. W. Benjamin. We hope when these papers are finished that they will be published in book form.

The *Art Interchange* is doing its part towards the Herald Irish Famine Fund by preparing a unique literary and artistic souvenir called the *Art Autograph*. It contains original drawings from prominent American artists, poems, letters, autographs and sentiments from noted persons. The prices of this book are 25 cents, \$1 and \$5, according to the edition. We have not seen the *Art Autograph*, but are certain of the ability of the *Interchange* to make it tasteful and beautiful.

Golden Days, of Philadelphia, has run successfully for a number of weeks. It is an attempt to put in the hands of the youth pure reading.

Every number of the *SCHOLAR'S COMPANION* as it appears is pronounced the "best of all," and the May number is now said to be the very best. And not only do the scholars read it eagerly, but many "grown-ups" have been caught perusing it from the first page to the last. Parents as well as children, teachers and pupils, all agree in saying the *COMPANION* is the brightest and best paper for young folks.

Letting Up.

"We are not crowding them now," said an experienced teacher in one of the public schools, in explanation of the quiet air and leisurely methods of the teacher and pupils. We should hope not. The appearance of many of the scholars showed too plainly that they had been "crowded," and that the let-up had not come any too soon. The sudden coming of tropical days, close upon the heel of our fickle spring, is a severe test of the vigor and buoyancy of even mature and healthful people. To the children who have been cooped up in the vitiated air of the school rooms since September, undergoing the strain which our ambitious and exacting graded system puts upon them, the advent of the hot weather is a time for drooping and flagging. It is a sign that should be heeded. Nature knows more than school committees,—the wise teacher remembers that. As the pupils grow listless and wilted, whatever pliancy is left in the school system should be taken advantage of to keep up their spirits and divert and interest them. Shorten the lessons and stretch the recesses. Enliven the sessions with more music. And hard as it is, parents and teachers all, be patient, patient, patient. If there is any pushing to be done, twice as much can be accomplished next autumn with half the effort that would be required now. There is something wrong, either in the buildings or the system, or in both, when so large a per cent. of the pupils come out at the end of the school year pale and dispirited and "run down." It might help things if the closing weeks were more in the nature of a gradual tapering off, and less like the home stretch on a race course. Save the boy and make the man; spare the girl and develop the woman.—*Golden Rule*.

A Few Words.

We send out every week some extra copies of the *JOURNAL*, to those who are not subscribers. We beg to say a few words to them. (1) Your capital is not so much knowledge as ideas. You need the best thoughts of those who are in the same line of work as yourself; you ought to have them. Your pupils would feel the effect of them. (2) A man might get along ten years ago without an educational journal; but he could not be much of a teacher. (3) Summon up courage to try the *JOURNAL*. You will not regret it.

MAGNETIC WRITING.—Professor Thompson, of Bristol, has lately made an interesting observation in regard to an application of magnetism. He takes a thin plate of hardened steel, and writes upon it with a magnetized iron style, thus communicating a tolerably permanent magnetism to the parts of the plate which are covered by the parts of the plate which are covered by the writing. If fine iron filings are sprinkled upon the plate, and the plate is then held perpendicular, so as to remove the loose filings, the writing becomes visible upon the magnetized portion. The experiment may be repeated, at pleasure, for an indefinite period.

Horsford's Acid Phosphate
FOR NERVOUSNESS.

JOHN Y. SIMPSON, M. D., of Monterey, Iowa, said: "The Acid has—to use the lady's own expression, to whom it was given as a Nerve Tonic,—made me a new nervous system."

AMERICAN SHELLAC.—Shellac and lac dye are obtained from the *Acacia Greggii* and the *Larrea Mexicana*; the greatest quantity of the gums is obtained from India, and they give rise to an important industry. It seems, however, that the shrubs yielding the gums grow easily in America, and are said to be as plentiful in some parts of Southern Utah, New Mexico, the Colorado deserts, and Western Texas as sage brush. At a recent meeting of the California Academy of Sciences Professor Sillman called attention to the facts, and to the possible commercial value of the shrubs products in competition with those from Calcutta.

Suffering Woman.

There is but very small proportion of the women of this nation that do not suffer from some of the diseases for which Kidney-Wort is a specific. When the bowels have become costive, headache torments, Kidneys out of fix, or piles distress, take a package, and its wonderful tonic and renovating power will cure you and give new life.

GOLD AND SILVER PRODUCED ANNUALLY.—The quantity of silver produced annually in the world amounts to not less than 6,000,000 pounds Troy, and that of gold may be estimated at more than 600,000 pounds Troy; the value of the silver being above \$16,000,000, and that of the gold not less than \$28,000,000. The labor expended in mining for the silver ore in the deep recesses of the mountains, and that which is devoted to the washing of alluvial deposits—the relics of the cataclysms of former ages—and to the tedious exploration of quartz reefs, represents a vast expenditure of vital effort. Even then we have still to draw upon the trained skill of the metallurgist before either gold or silver becomes fitted for use or ornament.—*The Athenaeum*.

Woman's Wisdom.

"She insists that it is more importance, that her family shall be kept in full health, than that she should have all the fashionable dresses and styles of the times. She therefore sees to it, that each member of her family is supplied with enough Hop Bitters, at the first appearance of any symptoms of ill health, to prevent a fit of sickness with its attendant expense, care and anxiety. All women should exercise their wisdom in this way.—*New Haven Palladium*.

Those who do not regard teaching as a profession, and persist in studying law and medicine while teaching, will certainly fail. The child is not the proper subject of such experiment.—*Lansing Republican*.

"Temper is everything," and in the pens of the Esterbrook Steel Pen Company the temper will be found all that is to be desired.

A SCHOOLBOY spelled d-e-c-i-m-a-l, and pronounced it "dismal." "What do you mean by calling this 'dismal'?" exclaimed the teacher. "Cause it is," answered the boy. "Its dismal fractions. All fractions are dismal. There isn't a bit of fun in any of 'em."

Color Your Butter.

Farmers that try to sell white butter are all of the opinion that dairying does not pay. If they would use Wells, Richardson & Co's Perfected Butter Color, and market their butter in perfect condition, they would still get good prices, but it will not pay to make any but the best in color and quality. This color is used by all the leading creameries and dairymen, and is sold by Druggists and merchants.

The education of a human being is the education which he is receiving every hour of his life, every week of his life, every year of his life. There is no time at which he can escape from these lessons. He may neglect them, he may prevent them, he may substitute the bad teachings for good teachings; but education is flowing in upon him at every period of his existence. From morning to night its influence is effecting his whole life.

THE NEW YORK SCHOOL JOURNAL is a 12 page weekly paper, and as its name indicates, published in the metropolis of the United States, and in the interest of education. It is filled with select and valuable matter for all who are concerned for the education of the people, and every teacher should blush to acknowledge he is without it.—*The Student*.

THE NEW YORK SCHOOL JOURNAL is one of the very best educational journals on our exchange list—a journal we always read with interest and profit—a journal we would like to see in the hands of every teacher. *American Journal of Education*.

BRAIN AND NERVE FOOD. VITALIZED PHOSPHATES.

Composed of the nerve giving principle of the Ox Brain and Wheat Germ. Physicians have prescribed 193,000 packages, with good results in all forms of impaired vitality, nervous exhaustion, or weakened digestion. It is the best Preventive of consumption, and all diseases of debility. It gives quiet rest and sleep, both to infant and grown persons, by feeding the brain and nerves. For sale by Druggists or by mail, \$1.00.

F. CROSBY, 666 Sixth Avenue, New York.

The Bible of Some Scientists.

1. There never was a beginning.
2. And Cosmos was homogeneous and undifferentiated, and somehow of another evolution began and molecules appeared.
3. And molecule evolved protoplasm, and rhythmic thrills arose, and then there was light.
4. And a spirit of envy was developed and formed the plastic cell whence arose the primordial germ.
5. And the primordial germ became protogene, and protogene somehow shaped cozoön, then was the dawn of life.
6. And the herb yielding seed and the fruit tree yielding fruit after its own kind, whose seed is in itself, developed according to its own fancy.
7. The cattle after his kind, the beast of the earth after this kind, and every creeping thing become evolved by heterogeneous segregation and concomitant dissipation of motion.
8. So that by survival of the fittest there evolved the simiads from the jelly-fish, and the simiads differentiated themselves into the anthropomorphic primordial types.
9. And in due time one lost his tail and became a man, and behold he was the most cunning of all animals.

Listen to This.

There is perhaps no tonic offered to the people that possesses as much real intrinsic value of the Hop Bitters. Just at this season of the year, when the stomach needs an appetizer, or the blood needs purifying, the cheapest and best remedy is Hop Bitters. An ounce of prevention is worth a pound of cure, don't wait until you are prostrated by a disease that may take months for you to recover in.—*Boston Globe.*

The 5th of April will henceforth be a significant date to the temperance woman of Illinois. On that day the home protection movement took tangible shape, for the first time women actually went to the polls and deposited their ballots against license. In the city of Keithsburg, in Mercer county, 165 voted. The day's work opened with prayer-meeting; the ballots were given to them in a church, they marched two by two, as in the days of crusade. Honor to the town board of Keithsburg, that had the liberality to pass the ordinance which rendered possible a result so beneficent.—May many others in Illinois and elsewhere, do likewise.

From the Hub.

The unbiased opinion of some of the most intelligent medical men in this country and Europe, support the statement that Kidney-Wort is the greatest discovery yet, for curing Kidney and liver troubles, piles and constipation. It acts on both Kidneys and bowels at the same time and thus cleanses the whole system.

A certain junior has at last discovered one advantage in the faculty. He says that they write to his parents so often that it saves him the trouble.

Bargains in Books.

Appleton's and Johnson's Cyclopedias, also New Britannias at reduced rates. Any work published for sale at liberal concessions from publisher's prices. All persons desirous of buying books to advantage will find it greatly in their interest to address undersigned.

(New York and London Book Co.,
1191 Broadway, New York.



Surely as the Summer Birds come, the usual, nay the universal, demand for

Tarrant's Seltzer Aperient,

The great alternative, tonic and blood depurant of the age. From the hot and dusty city, from the crowded watering places, from lake and river, prairie and forest clearing, come increased requisitions for this peerless remedy for dyspepsia, headache, flatulency, biliousness, constipation, low fever, and all the round of bodily disorders most prevalent at this season.

SOLD BY ALL DRUGGISTS.

KIDNEY-WORT

THE ONLY MEDICINE

That Acts at the Same Time on
**THE LIVER,
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